



APPENDIX C

Reporting

Annotated Teacher Reporting Form

Excerpts From Data Report on a Performance Task for *Read With Understanding*

Annotated Teacher Reporting Form

EFF Field Development Reporting Form 2000-2001

TEACHER NAME: _____

PROGRAM NAME: _____

STATE: _____ BEGIN DATE: _____ REPORT# _____

PROGRAM/CLASS INFORMATION

- **%Q1.** Which of the following terms does your program use to describe the location, administration and setting and of your program:

(Please check all that apply with an "X" to the left of each item.)

- ☐ Rural (outside urban area, population < 2,500)
- ☐ Urban (population >50,000)
- ☐ Mixed rural/small cities
- ☐ Community college
- ☐ Local Education Agency
- ☐ Community-based organization
- ☐ Correctional facility
- ☐ Workplace program
- ☐ Homeless program
- ☐ Family Literacy
- ☐ Other setting, please specify _____

- **%Q2.** Which of the following terms describe the specific class or group of students you are reporting on: *(Please check all that apply with an "X" to the left of each item.)*

- ☐ Adult Basic Education (ABE)
- ☐ ESL
- ☐ Adult Secondary Education (ASE)—Family Literacy
- ☐ Workplace program
- ☐ Homeless program
- ☐ Correctional facilities
- ☐ Community corrections programs
- ☐ Other institutional programs

- **%Q3.** Use the following NRS levels to describe the educational level of the students involved in the per-

formance task described in this report.

- ☐ Beginning ABE Literacy
- ☐ Beginning Basic Education
- ☐ Low Intermediate Basic Education
- ☐ High Intermediate Basic Education
- ☐ Low Adult Secondary Education
- ☐ High Adult Secondary Education
- ☐ Beginning ESL Literacy
- ☐ Beginning ESL
- ☐ Low Intermediate ESL
- ☐ High Intermediate ESL
- ☐ Low Advanced ESL
- ☐ High Advanced ESL
- ☐

Other: _____

- **%Q4.** Which one individual standard are you documenting in this report? (Please check with an "X" to the left of the item.)

- ☐ 1. Read With Understanding
- ☐ 2. Convey Ideas in Writing
- ☐ 3. Speak So Others Can Understand
- ☐ 4. Listen Actively
- ☐ 5. Observe Critically
- ☐ 6. Use Math to Solve Problems and Communicate
- ☐ 7. Solve Problems and Make Decisions
- ☐ 8. Plan
- ☐ 9. Cooperate with Others
- ☐ 10. Advocate and Influence
- ☐ 11. Resolve Conflict and Negotiate
- ☐ 12. Guide Others
- ☐ 13. Take Responsibility for Learning
- ☐ 14. Reflect and Evaluate
- ☐ 15. Learn Through Research
- ☐ 16. Use Information and Communications Technology

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- **%Q5.** Which Common Activity provides the context for the performance task described in this report? (Please check one with an "X" to the left of the item.)

- ☐ 1. Gather, Analyze and Use Information
- ☐ 2. Manage Resources
- ☐ 3. Work Within the Big Picture
- ☐ 4. Work Together
- ☐ 5. Provide Leadership
- ☐ 6. Guide and Support Others
- ☐ 7. Seek Guidance and Support From Others
- ☐ 8. Develop and Express Sense of Self
- ☐ 9. Respect Others and Value Diversity
- ☐ 10. Exercise Rights and Responsibilities
- ☐ 11. Create and Pursue Vision and Goals
- ☐ 12. Use Technology and Other Tools to Accomplish Goals
- ☐ 13. Keep Pace with Change

IDENTIFYING AND RANKING THE TASK

- **%Q6.** Provide a rich, detailed description of the task that requires use of the identified EFF standard, by answering the questions below:

- **%Q6A.** What is the task?

Enter the description of the performance task from the Worksheet. See point 5, p.7 in Chapter 1 for reminders.

See Section 7, Examples 1, 2, 3, to see how other teachers answered this question.

- **%Q6B.** What is the purpose of the task?

Explain why and how it requires the learner to use the Standard.

Enter the purpose from the Worksheet.

See Section 7, Examples 1, 2, 3

- **%Q6C.** Explain how this task requires learners to address each component of the standard.

Again, refer to your Worksheet for this task. After you have determined that the task addresses each component, explain HOW.

RATING THE TASK

Use the task template to describe and provide a numerical rating for each dimension of the task.

The task template is explained in Chapter 2: Creating and Rating an EFF Performance Task.

Refer to Section 7, Examples 1,3, and 4 to see how other teachers responded to Q7A-C

- **%Q7A.** Complexity of the task.

DESCRIBE:

Refer to Section 2 of the Worksheet, where you recorded detailed descriptive information about the task. Enter the information about complexity here.

RATING:

Using the Task Template, rate the objective complexity of the task and enter the numerical value here.

Do the same for Q7B-7C.

- **%Q7B.** The context in which this task will take place.

DESCRIBE:

RATING:

- **%Q7C.** What is the knowledge required for the task? *Describe below, 7C1-3.*

- **Q7C1.** Vocabulary needed, related to the skill and to the subject area.

DESCRIBE:

RATING:

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- **Q7C2.** Content knowledge needed, related to the skill and to the subject area.

DESCRIBE:

RATING:

- **Q7C3.** Strategies needed for organizing and applying the content knowledge.

DESCRIBE:

RATING:

OVERALL TASK RATING:

- **%Q8.** Provide a numerical rating of the overall task, within a five point range. Explain why you ranked the task here, including the weighting (if any) of specific dimensions.

OVERALL RANK:

REASONS:

Refer to Example 1 for the way one teacher gave her rationale for the task rating.

- **Q9.** Write about the learning activities that you and your students have been engaged in, to prepare for and perform the task described above in Questions 6 –8. You may write in a journal format, with entries over time. What was your overall plan? What happened? How did it go? Were you pleased? Attach (to the hard copy of this report) the evidence of student performance related to this teaching/learning interaction, including your written observations of performance on observation worksheet. *In Q9, write about what takes place, both to prepare for the performance task and to carry out the performance task.*

Use the observation form to collect information on what learners know and how well they perform, in relation to the knowledge required for the task. Describe what you see going on, writing notes directly on the observation form. You will use these forms to answer Q10 for each student.

Refer to Examples 4, 5, 6, 7, and 8, to see how other teachers wrote about their activities.

Many of the Examples in Section 7 have artifacts attached.

OBSERVATIONS OF STUDENT PERFORMANCE

DATE OF COMPLETION OF
PERFORMANCE TASK _____

Q10. Answer the following questions about learner performance of the task described in Q6 and Q7. Use your Observation Worksheets and the Performance Template as your guide for describing performance and rating performance. Space is provided to report on three students. If you are reporting on more than three students, please refer to the technical instructions for guidance in adding more students to this report.

- **%Q10 STUDENT 1:**
Make sure your artifacts and observation sheets for this student are labeled by this number.

- **Q10A.** What does the learner know that allowed him/her to carry out the task as s/he did? Description of vocabulary, content knowledge and strategies for organizing and applying content knowledge: **Refer to Chapter 4, Knowledge Base, for guidance. See Examples 1, 3, 4, 6, for illustrations from last year's data collection for all parts of Q10.**

RATING:

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Q10A1. How does this knowledge compare to the “knowledge required for the task” described in Q7C? Review what you wrote in Q7C about knowledge base requirements of the task, and your response to Q10 A. Did the learner have and use all the knowledge necessary to accomplish the task? If not, what was missing? What does the learner still need to work on?

• **Q10B.** How well did the learner use the skill described in the standard?

• **Q10B1.** Description of fluency or ease of learner’s performance:

RATING:

• **Q10B2.** Description of independence of learner’s performance:

RATING:

• **Q10C.** Did the learner perform the task that was described in Q7A-C?

_____ Yes _____ No

If no, please answer the following questions:

• **Q10C1:** In what ways was the task that the learner actually performed different from that described in Q7A-C?

• **Q10C2.** Overall numerical rating of the task that the learner actually performed:

• **Q10D.** Other comments on learner performance relative to the standard or to the task:

REFLECTION AND EVALUATION

The reflection and evaluation questions on this year’s form are not the same as last year’s. For examples of the ways that teachers wrote in this section, see Examples 3, 4, 9, and 10, Section 7.

• **Q11A.** Think back over the process of developing the performance task described in this report. Describe the extent to which the task template helps you in developing performance tasks.

• **Q11B.** How did the process of rating the task go for you? Did your team agree with your initial rating? Was it difficult to come to consensus on a rating? Describe:

• **Q12.** Think about the teaching and learning process that has been taking place. What is different from the way you usually teach? Is there a change in what is happening with your students?

• **Q13A.** Think about the process of describing and rating student performance described in this report. Did the performance template help you observe and document what learners know more effectively? How? If not, why?

• **Q13B.** Does the performance template help you compare one performance to another?

• **Q14.** Think about the whole process of planning, teaching and documenting performance around a performance task. How did it work for you? Did you find it useful? Difficult? Challenging? What else? Please give us your honest and candid thoughts.

• **Q15.** Other comments:

Excerpts from a data reporting form on a task developed for READ WITH UNDERSTANDING

NRS Program Term: ESL

NRS Level: high intermediate/low advanced

Program Setting: community college

- **%Q6.** Provide a rich, detailed description of the task that requires use of the identified EFF standard, by answering questions Q6A-D below:

- **%Q6A.** Provide a clear, succinct statement of the task.

Students will read newspaper classified ads advertising apartments for rent in their community. They will identify the necessary information to answer questions they have previously formulated in class.

- **%Q6B.** In questions Q6B1 and Q6B2 below, describe the meaningful use and transfer value of this task.

- **%Q6B1.** Explain how the task represents a meaningful, real-world use of the standard.

Students have expressed a concern about being able to find good, affordable housing. This task will help students better understand when reading rental housing classified ads, and thus be able to use the classified ads as a resource when searching for housing.

- **%Q6B2.** Explain how students can apply in other situations (transfer) what they will learn by carrying out this task.

Through this task students will gain a better understanding of the vocabulary, language, and abbreviations associated with classified ads. It is hoped that they will be able to use the classified ads in searching not only for rental housing, but other things as well (i.e. furniture, childcare, employment).

- **%Q6C.** Explain how this task requires learners to address each component of the Standard. Determine the reading purpose:

Students have already determined the purpose for reading in previous learning activities. In class dis-

cussions students have addressed questions such as “What are the classified ads? How can they help me find housing?” Etc. They have also identified what information would be important to know when looking for rental housing, and have formulated questions to find out this information.

Select reading strategies appropriate to the purpose:

When reading the classified ads for rental housing, students will need to select reading strategies such as scanning and reading for details to be able to find the information to answer the questions (i.e., scanning—when looking at classified ads section titles, reading for details—looking for specific information such as amount of deposit and services included in the rent).

Monitor comprehension and adjust reading strategies:

Students will search for the necessary information to answer the questions and record their answers on a student-generated worksheet. Students will adjust their reading strategies until they are able to find the answers to these questions. Such adjustments may include using a dictionary, asking another student or the instructor for help, determining meaning from context, etc.

Analyze the information and reflect on its underlying meaning:

Students will record the answers to the questions on a student-generated worksheet. By doing this they will determine what important information is given in the ad, and also what important information is missing.

Integrate it with prior knowledge to address reading purpose:

The questions are evidence of the students’ prior knowledge regarding rental housing classified ads. Students are integrating prior knowledge with new

Excerpts from a data reporting form on a task developed for READ WITH UNDERSTANDING

knowledge by finding the answers to the questions, and determining what important information is missing from the ads.

- **%Q6D.** Explain what evidence you will look at to see how well the standard was used to carry out the task.

When reading the classified ads, students will look for answers to questions they have previously formulated in class. They will then record their answers on a student-generated worksheet. Their answers will be evidence of how well the standard was used to carry out the task.

3. Vocabulary related to analyzing (i.e., information, relevant, important, missing, etc.)

SUBJECT AREA: 1. General vocabulary related to housing (i.e. rent, apartment, house, contract, amenities, etc.) 2. Vocabulary specific to a newspaper (i.e., classified ads, sections, etc.) 3. Vocabulary specific to rental housing classified ads. This also includes abbreviations (i.e. deposit, amenities, services included in rent, W/S/G, W/D, etc.) 4. Vocabulary specific to housing assistance programs in their community (i.e., Housing Authority, Section 8, Public Housing, voucher, EHO, etc.)

RATING: 37

RATING THE TASK

- **%Q7.** Use the task template to describe and provide a numerical rating for each dimension of the task, below:

- **%Q7A.** Complexity of the task

Describe: The task is multi-stepped. It includes asking questions, reading, writing (recording answers), and analyzing. There is some teacher guidance and structure; however, the students themselves must formulate and answer the questions.

RATING: 35

- **%Q7B.** The context in which this task will take place

Describe: The task takes place in two contexts: 1) the classroom, and 2) the newspaper. The classroom is familiar, and the newspaper is somewhat familiar.

RATING: 31

- **%Q7C.** What is the knowledge required for the task? Describe below, 7C1-3.

- **%Q7C1.** Vocabulary needed, related to the skill and to the subject area

DESCRIBE: Skill: 1. Vocabulary related to asking and answering questions (i.e., how, what, how much, where, etc.) 2. Vocabulary related to reading strategies (i.e., pre-reading, scanning, detail, etc.)

- **%Q7C2.** Content knowledge needed, related to the skill and to the subject area

DESCRIBE: Skill: Ability to read in English; intermediate level of English comprehension; understanding of different reading strategies; ability to formulate and answer questions; understanding of the concept of abbreviations; ability to determine important/relevant information; and ability to think abstractly when determining what important/relevant information is missing.

SUBJECT AREA: General understanding of the rental housing process in the United States; understanding of a newspaper and where to locate the classified ads; understanding of how to use the classified ads (i.e. classification of different ads, responding to want ads, etc.); and understanding of the vocabulary, language, and abbreviations associated with rental housing classified ads.

RATING: 39

- **%Q7C3.** Strategies needed for organizing and applying the content knowledge

DESCRIBE: Strategies needed include the ability to: Determine what is important/relevant information, classify and categorize information, think abstractly (to determine what information is missing), understand the “intended” meaning in addition to the literal meaning (inferences), record and restate information, link new knowledge to previous knowledge, and understand cultural protocols and ability to implement them.

RATING: 39

Excerpts from a data reporting form on a task developed for READ WITH UNDERSTANDING

OVERALL TASK RATING

- **%Q8.** Provide a numerical rating of the overall task, within a five point range. Explain why you rated the task here, including the weighting (if any) of specific dimensions.

OVERALL RATING: 35 - 40

REASONS: I felt that this task should rate in the upper 30's because it requires the students to think abstractly as they determine what information is missing. Also, it requires the students to understand inferences.

TEACHING/IMPLEMENTING

In Question 9, write about the learning activities that you and your students have been engaged in, to prepare for and perform the task described above.

1. JOURNAL — "Describe your home. How big is it? What color is it? How did you find your home?" This opened up a discussion about the different resources students use for finding housing. This led to a discussion about the classified ads. Students expressed some of their frustrations when trying to read the classified ads.
2. DISCUSSION — What are the classified ads? What do you already know about the classified ads? What do you not understand when using the classified ads? Students discussed their experiences using the classified ads to buy things. They talked about the importance of being able to understand the language of the classified ads.
3. JOURNAL — "Describe your 'dream house.' What would it look like? Where would it be located?" This opened up a discussion about vocabulary related to housing. From there we discussed vocabulary and abbreviations used in classified ads for rental housing. Students then determined what information would be important to know when looking for rental housing.
4. HOMEWORK ASSIGNMENT — Students wrote questions to find out the information they previously determined to be important information when looking for rental housing. They were informed that we would use these questions in an exercise practicing reading classified ads for rental housing.
5. DISCUSSION — The class discussed their experience with the homework assignment of writing

questions. They talked about what other information might be important to know when looking for rental housing. This led to a discussion about American culture and the protocols and expectations when renting in the United States.

DATE OF COMPLETION OF PERFORMANCE TASK:
March 12, 2001

OBSERVATIONS OF STUDENT PERFORMANCE

Answer the following questions about learner performance of the task described in Q6 and Q7. Use the Observation Worksheets and Performance Template as your guide for describing performance and rating performance.

- **%Q10 STUDENT 1: JC** *[Full report includes performance data for two more students]*

- **%Q10A.** What does the learner know that allowed him/her to carry out the task as s/he did? Description of vocabulary, content knowledge and strategies for organizing and applying content knowledge:

JC understands vocabulary related to asking questions (i.e., how, what, where, when, etc.) She demonstrated this understanding in the homework assignment of writing questions to inquire about an apartment for rent as well as in our class discussions.

She understands the concept of reading strategies and has much experience with this as she has a college degree from her native country. Although she understands and can do "scanning" and "reading for detail," she lacks some of the English vocabulary to express the idea. This was evident in some of the class discussions when she asked for clarification of the meanings of some of these words (i.e. scanning). She, however, easily used different reading strategies in her work.

Once again she understands the concepts of analyzing, and was able to analyze, but lacks some of the English vocabulary. She asked for clarification of the meanings of these words (i.e., relevant).

She understands general vocabulary related to housing as she is currently renting an apartment

Excerpts from a data reporting form on a task developed for READ WITH UNDERSTANDING

(i.e., rent, deposit, house, apartment, contract).

She understands some vocabulary related to the newspaper as she reads the newspaper daily in class. She is able to identify different sections of the newspaper and navigates well within the newspaper. She was able to identify the classified ads section without any difficulty.

She has enough vocabulary specific to rental housing to be able to ask and answer questions (i.e., deposit, rent, contract, lease). However, some of the regional vocabulary was new to her (i.e., porch vs. patio vs. deck, utility room, trailer vs. mobile home vs. manufactured home). The abbreviations were new to her and she asked several questions regarding abbreviations.

She was unfamiliar with the vocabulary specific to housing assistance programs in the community. The concept of housing assistance was also new to her as she commented that such programs are not available in her native country. During class discussions she had several questions regarding housing assistance in the U.S.

RATING: 40

- **%Q10A1.** How does this knowledge compare to the “knowledge required for the task” described in Q7C?

JC’s knowledge was sufficient and even above what was required for the task. This was demonstrated in her ability, ease, and quality of work in completing the task. She lacked some of the technical vocabulary needed, but was able to learn it.

- **%Q10B.** How well did the learner use the skill described in the standard?

JC used the skills described in the standard very well. She was able to determine reading purpose as she participated in class discussions. She was able to adjust her reading strategies as needed to help her understanding. I observed her use her dictionary, ask others for clarification, and relate new information to what she already knew (i.e., “Oh, that is like...”). She was able to analyze information and determine relevant information as well as determine what information was missing. This was evident in her answers on the worksheet. She was able to make inferences when determining missing information and also able to determine cause and effect (i.e., “This apartment includes electricity and water, therefore, the rent must be higher.”). Also, that she was able to formulate questions inquiring about an

apartment for rent, was evidence of prior knowledge. She was also able to understand humor during class discussions about rental housing. For example, when discussing the homework assignment to ask questions, one of the questions was related to the number of kids allowed. One student said, “Do you allow kids as well as horses?” She indicated that she understood the humor—that kids are also baby goats.

- **%Q10B1.** Description of fluency or ease of learner’s performance:

This task did not seem to require much effort from JC. She appeared to easily adjust reading strategies as needed and was able to analyze information. In my observations she moved easily from one part of the task to another. She was one of the first students to complete the task.

RATING: 55

- **%Q10B2.** Description of independence of learner’s performance:

JC was able to complete the task without assistance from the instructor. When she was unsure of vocabulary she used her dictionary or asked other students. She demonstrated no difficulty in being able to start and end the task. She was one of the first students to complete the task.

RATING: 61

- **%Q10C.** Did the learner perform the task that was described in Q7A-C?

X Yes ___ No

Please describe the evidence that you have collected:

1. Homework assignment to ask questions to inquire about an apartment for rent.
2. Completed worksheet.
3. Additional questions which were part of the assignment, but not part of the task. Answers to these questions demonstrate an understanding of vocabulary.

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